DOCUMENT RESUME

ED 196 100 CS 503 207

TITLE Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1980 (Vol. 41 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 80

NOTE 13p.: Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Behavior Patterns; Communication (Thought Transfer); *Communication Research; *Doctoral Dissertations; *Interaction; Interpersonal Competence; *Interpersonal Relationship; *Nonverbal Communication; *Speech Communication

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) interpersonal communication patterns in whole families, (2) interpersonal conflict and cognitive complexity, (3) adult conceptualization of interpersonal relationships, (4) taboo communication within a "gay community," (5) proxemic behavior, (6) social interaction, (7) linguistic sex differences in social talk, (8) communication and uncertainty, (9) nonverbal sensitivity, (10) communication and coherency in young children, (11) deception in nonverbal behaviors, and (12) low income mothers' verbal communication patterns. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED196100

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Interpersonal, Nonverbal, and Small Group Communication:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1980 (Vol. 41 Nos. 1 through 6)

Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University Microfilms International

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 503 207

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1980 by University Microfilms International), and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Aerts, Eliane
ORGANIZATIONAL AND INTERPERSONAL PATTERNS IN WHOLE FAMILIES

Carrocci, Noreen Marie
PERCEPTIONS OF AND RESPONSES TO THE LEVELS OF INTERPERSONAL CONFLICT AND THEIR RELATIONSHIP TO COGNITIVE COMPLEXITY

Casey, Mary Therese
ADULT PARTICIPANTS' CONCEPTUALIZATION OF INTERPERSONAL RELATIONSHIPS DURING THE FIRST MEETING OF A CLASS

Cornelius, David Lee
AN APPLICATION OF A RULES-BASED THEORY OF INTERPERSONAL COMMUNICATION: THE RULES OF TABOO COMMUNICATION WITHIN A "GAY COMMUNITY"

Frey, Lawrence Rand
THE DIFFERENTIAL EFFECTS OF THREE INFERENTIAL RULES ON PREDICTIONS ABOUT UNKNOWN INTERPERSONAL RELATIONSHIPS WITHIN SIMPLE SOCIAL STRUCTURES AS MEDIATED BY SUBJECTS' INVOLVEMENT IN THE TASK ACTIVITY

Henkin, Nancy Zimmerman
AN EXPLORATORY STUDY OF THE SELF-DISCLOSURE PATTERNS OF OLDER ADULTS

Leffler, Ann
TOWARD A SOCIOLOGICAL MODEL OF PROXEMIC BEHAVIOR

Lynch, Robert Lisle
SOCIAL PLAY: AN INTERACTIONAL ANALYSIS OF PLAY IN FACE-TO-FACE SOCIAL INTERACTION

Martin, Judith N.
LINGUISTIC AND CONVERSATIONAL SEX DIFFERENCES IN SOCIAL TALK DURING INITIAL INTERACTION

Motl, James Raymond
ATTITUDES, ATTRACTION, AND NONVERBAL INDICATORS OF UNCERTAINTY IN INITIAL INTERACTION

Osterkamp, Marilyn Bowie
IMPRESSIONS OF OLDER PERSONS IN INITIAL INTERACTIONS

Paz, Denise Heller
INFORMATION PROCESSING UNDER UNCERTAINTY: MASS MEDIA AND INTERPERSONAL COMMUNICATION EFFECTS ON RESPONSE TO NEAR PREDICTIONS OF EARTHQUAKES

Puckett, Dana
AN INVESTIGATION OF THE NONVERBAL SENSITIVITY OF ACADEMICALLY TALENTED, AVERAGE, AND LEARNING DISABLED MALE STUDENTS

Rabin, Claire Low
THE EFFECTS OF ADDING MARITAL TRAINING TO PARENT TRAINING ON FAMILY INTERACTION

Remignanti, Anita
COHERENCY IN PRESCHOOL CHILDREN'S CONVERSATION

Rosegrant, Teresa Jane
THE RELATIONSHIP OF YOUNG CHILDREN'S PEER GROUP STATUS TO THEIR USE OF COMMUNICATION STRATEGIES

Santoro, Armand Joseph
CUE SELECTION IN SOCIAL INTERACTION

Simpson, Maria Vallone
SOUND, SPACE, AND STATUS: THE RELATIONSHIP BETWEEN STATUS LEVEL AND PHYSICAL AND SONIC ENVIRONMENT IN AMERICAN INSTITUTIONAL SETTINGS

Whatule, Larry James
DECEPTION: A STUDY OF NONVERBAL BEHAVIOR

Whitfield, Cynthia Elaine Bell
LOW INCOME BLACK AND WHITE MOTHERS' VERBAL COMMUNICATION PATTERNS WITH THEIR PRESCHOOL CHILDREN

Ziajka, Alan Leonard
INFANT-CARETAKER COMMUNICATIVE INTERACTION: AN ANTHROPOLOGICAL LINGUISTIC PERSPECTIVE

ORGANIZATIONAL AND INTERPERSONAL PATTERNS IN WHOLE FAMILIES

Order No. 8014595

AERTS, ELIANE, PH.D. *University of California, Berkeley*, 1979. 345pp.

The aims of this study are (a) to uncover some crucial dimensions of the organization of families as groups and to show their bearing on (b) a family's ability to adapt to the needs of individual members while preserving its unity, integration, and ability to function as a group and (c) the appearance of interpersonal relations that are open, strongly affiliative, and respectful of individual autonomy and self-development among family members.

The sample consists of one hundred families drawn from the cohorts studied longitudinally at the Institute of Human Development, University of California, Berkeley. The sample was selected on the basis of the availability of interview data from both parents and at least one of their adolescent children. The interviews were coded for characteristics of the families as groups, i.e., the nature of familial organization and interpersonal relationships. Relevant data from a questionnaire administered independently were also available and provide a basis for independent assessment of the nature of dyadic relations in the families.

Two primary dimensions of familial organization were examined: (1) The nature of the norms that each family followed in organizing its life (Organizational rationale). Following the theory of Farber (1964), two kinds of norms were distinguished: (a) norms related to an interpersonal model of the family and (b) norms related to an institutional model of the family. (2) The orientation of the family toward serving the needs of the parents, the children, or the whole group (Family orientation).

Characteristics of the interpersonal systems of these families were rated on several scales. These scales were factor analyzed and four orthogonal factors extracted: (I) interpersonal solidarity, (II) openness, (III) personal acceptance and autonomy, and (IV) problem-solving orientation in interaction.

The range in socio-economic status of the families in the sample is somewhat restricted and skewed toward the upper end of the socio-economic scale. No association was found between SES and organizational characteristics of the families. A slight positive correlation was found between Interpersonal solidarity and father's occupation.

Organizational rationale and family orientation were found to be independent of one another. While organizational rationale was found associated with many aspects of a family's structure and mode of functioning (e.g., role differentiation and hierarchy, adaptability to members' needs), the family's orientation does not systematically discriminate patterns of functioning and structure. However, parent-orientation was found associated with a poor marital relation, lack of openness among members, and lack of adaptability of the family to its members' needs. Among findings in the area of interpersonal relationships, the most salient are positive relations found between openness among members and the father's positive and supportive attitude toward, and involvement in, a family's affairs and the children's lives.

An O-cluster analysis performed on the four interpersonal factor scores yielded eight clusters embracing 92 percent of the sample. In three clusters, marital relations are relatively free of tension and are rated positively by husbands and wives, yet the clusters are otherwise quite distinctive. One of them contains families in which relationships are open, affiliative, and respectful of individual autonomy. These families prove also to be flexibly organized, egalitarian, and guided by norms sustaining an interpersonal model of family life. The other two clusters are more hierarchically organized, are guided by institutional models of family life, and provide less encouragement for individuals' autonomy. In one of these clusters, the interests of individuals are given priority over those of the family as a group and, in the other, these priorities are reversed. The remaining five clusters seem to be less cohesive and integrated variants of the first three. In all five, marital relations tend to be problematic.

PERCEPTIONS OF AND RESPONSES TO THE LEVELS OF INTERPERSONAL CONFLICT AND THEIR RELATIONSHIP TO COGNITIVE COMPLEXITY

Order No. 8014369

CARROCCI, NOREEN MARIE, PH.D. *University of Kansas*, 1979. 95pp.

Conflict is an inevitable and potentially valuable aspect of any interpersonal relationship. The primary aim of this study was to explore two aspects of this phenomenon, perceptions of and responses to interpersonal conflict. Various communication scholars have suggested that there are two levels of interpersonal conflict: (1) the *content* level, which reflects the manifest issue(s) between people; and (2) the *relationship* level, which reflects conflict regarding the individuals' perceptions of their relationship, each other, and/or themselves.

One purpose of this study was to explore people's perceptions of these two levels of interpersonal conflict. It was hypothesized that men would differ from women, and that cognitively complex individuals would differ from noncomplex individuals in ability to perceive the content and/or relationship levels of an interpersonal conflict.

A second purpose was to study individuals' numbers and foci of responses to interpersonal conflict. It was expected that individuals would differ in number of responses generated to an interpersonal conflict, and that cognitive complexity would relate to such differences. It was also hypothesized that differences would exist regarding focus of responses - whether they were directed to the content, relationship, both levels of the conflict, or procedures for handling the conflict. Specifically, it was hypothesized that gender and cognitive complexity would relate to focus of responses to an interpersonal conflict. Finally, a correspondence between perceptions of the levels of an interpersonal conflict and focus of responses was expected.

Ninety-five subjects (52 women, 43 men) participated in the study. In order to obtain a measure of cognitive complexity, each subject completed a two-person version of the Crockett Role Category Questionnaire. Each subject then read a transcript of a purported conversation between two roommates who were clearly in conflict. After reading a portion of the conflict, subjects were asked to write their impressions of this conversation. Then, after reading the rest of the transcript, subjects were asked to take the role of one roommate and write as many responses as they could to the other roommate's last statement. The experimenter devised a coding scheme for determining perceptions of content and/or relationship levels of the conflict (provided by subjects' impressions), and for determining focus of each response generated by subjects.

The major findings and conclusions of the study are as follows. The greatest percentage of subjects perceived both levels of the conflict. Contrary to expectations, differences in perceptions of the levels of the conflict were not found when gender or cognitive complexity were treated as independent factors.

Significant differences were found in regard to number of responses generated. Cognitively complex individuals, as compared to noncomplex individuals, generated a greater number of responses to the interpersonal conflict. Also, women generated a significantly greater number of responses than did men. Considering focus of response, women generated a significantly greater number of relationship responses and procedural responses than did men. Women and men did not differ in the use of content or content and relationship responses. Overall, cognitively complex subjects generated a greater mean number of each type of response. This was particularly true for relationship responses where a significant main effect was found for complexity.

The hypothesized correspondence between perceptions of the levels of the conflict and focus of responses was not found. The lack of correspondence was attributed to the fact that 493 of the 881 responses were found to be content responses. Two plausible explanations were proposed to account for the preponderance of the content response.

This was the first empirical attempt to study the levels of interpersonal conflict. Given the reliability of the coding scheme and the results obtained, further study of the levels of interpersonal conflict is clearly warranted.

ADULT PARTICIPANTS' CONCEPTUALIZATION OF INTERPERSONAL RELATIONSHIPS DURING THE FIRST MEETING OF A CLASS

CASEY, MARY THERESE, PH.D. *The University of Chicago*, 1980.

Strangers in the first meeting of a class observe and participate in class activities. This research identified the dimensions they use to describe the relationships that occur and the meaning these relationships have for the participants.

[illegible]ir university level classes were studied. A total of 31 students, four [illegible] and four researcher interviews provided the basic data for analysis. [illegible]t analysis of the 3,138 participant responses identified seven major dimensions: competence, goal structure, investment, emotionality, evaluation, information, and power. Five major relationships were identified: teacher/class, class/teacher, respondent/teacher, respondent/class, and student/class. An analysis of variance among the dimensions revealed that the participants' use of the competence dimension was significantly higher than their use of any other dimension (goal structure $p = < .002$, investment, evaluation, information, emotionality and power $p < 001$ for each). Two relationships between dimensions were negatively correlated: competence and emotionality ($r(380) = -.50$, $p < .001$) and competence and goal structure ($r(380) = -.34$, $p < .05$). An analysis of variance among the relationships yielded the information that the teacher/class relationship was described significantly more than any of the other relationships ($p < .001$ for each). Generally, attention to the relationships that involved the teacher inhibited attention to the relationships involving other students.

A basic, or proto-meaning was identified: the awareness of the promise and threat that was inherent in the participants' relationships with others during the first meeting. The dimensions clarified the objects of the promise and threat. This interpretation of the proto-meaning as promise and threat was traced through the five relationships. Two progressions were noted. First, the students saw the change from an observer to a participant role as threatening to their competence and comfort. Second, the meaning of the promise and threat changed across time during the meeting.

Summary. The participants in the present study identified more dimensions than in existing studies of role relationships. The dimensions were quite different in character than those in most previous studies. The promise/threat dynamic had some similarities to the Whitaker and Lieberman (1964) wish/fear construct but was more reality-based and conscious. The differences were attributed to the research design which included a field setting and the use of the participants' own descriptions. The respondent's degree of involvement in the relationship affected both the dimensions and the underlying proto-meaning. The introduction of the field setting and the use of participants' extensive reflections on newly forming relationships has extended the inquiry to a search for a theoretical basis for the implicit interpersonal relations theory that people use when they conceptualize interpersonal relationships.

AN APPLICATION OF A RULES-BASED THEORY OF INTERPERSONAL COMMUNICATION: THE RULES OF TABOO COMMUNICATION WITHIN A "GAY COMMUNITY"

Order No. 8020350

CORNELIUS, DAVID LEE, PH.D. *The Florida State University*, 1980. 212pp. Major Professor: Wayne C. Minnick

This study investigated the interpersonal communication rules within a gay community concerning the topic being a homosexual. Though the study attempted to extract rules, its primary emphasis was to describe the factors that affect rule development. To that end, the study did the following: (1) It attempted to discover rules individuals have about what can be said, under what circumstances, and to whom; (2) It examined different labels denoting homosexuality and determined when they may be used and how individuals respond to them; (3) It investigated the information sources and communication networks of the members of a gay community; and (4) It examined the sex differences in communication practices in a gay community.

A structured and open-ended questionnaire was administered by ten interviewers to 108 respondents (fifty-five males and fifty-three females) in the Pittsburgh area. The sample was generated through the snowball technique which uses relational networks. Open-ended questions were content analyzed by four coders using techniques developed for this study. Measures were taken to support intercoder reliability, over time reliability of respondent's answers, and the validity of the content analysis techniques. Both qualitative and quantitative data were used to check the results of the directional hypotheses and research questions.

The results of the study demonstrated the difficulty of predicting the content of interpersonal rules. Whether or not the receiver was gay was not crucial for the rules of self-disclosure. Neither was mutual self-disclosure a prerequisite for self-disclosure of homosexuality. The use of code words was not important in the recognition of another gay person. The most important factor for determining the receivers of self-disclosure was whether the receiver was empathetic to various lifestyles including homosexuality. Respondents had little difficulty stating their rules of taboo communication.

There was weak support for the relationship between extent of relational networks and the restrictiveness of rules of taboo communication. This relationship was stronger for females than for males. There was strong support for the relationship between "coming out" as a homosexual and information provided by the mass media. Twenty-two percent of the sample had come out having received information only from the mass media. There appeared to be a stronger relationship for males between information provided by the mass media and the structure of taboo communication rules.

Females tended more toward interlocking networks than males. Males spent more time and got more information from diverse groups than did females. Females were more comfortable with gay males than straight males, while gay males saw little difference between gay and straight females.

Gay people responded more negatively to labels when used by straight people than to gay people using the same labels. Gay males and gay females perceived some terms differently. This was especially true for words that apply to females, as "dyke" and "lesbian." Most respondents preferred the word "gay" to "homosexual" and considered it a more positive term. Both males and females relied on prevalent stereotypes for recognition of another gay person.

Before coming out, males were dependent upon mass media sources for information, while females were more dependent upon interpersonal sources. After coming out, both groups tended to rely upon same sex gay friends for information. The major stated factor in coming out for males was assertion of self. The major stated factor in coming out for females was the influence of others.

THE DIFFERENTIAL EFFECTS OF THREE INFERENTIAL RULES ON PREDICTIONS ABOUT UNKNOWN INTERPERSONAL RELATIONSHIPS WITHIN SIMPLE SOCIAL STRUCTURES AS MEDIATED BY SUBJECTS' INVOLVEMENT IN THE TASK ACTIVITY

Order No. 8014379

FREY, LAWRENCE RAND, PH.D. *University of Kansas*, 1979. 140pp.

Statement of the Problem. This study investigated the ways people construct "social schemas," the interpretive frames used to understand the nature of interpersonal relations within social structures. The construction of a "social schema" revolves around the use of inferential rules, principles by which perceivers can use information about a few relations within a set of elements to infer the quality of unknown, missing relations. This study investigated the differential effects of three inferential rules--positivity, source/target generalization, and balance--in accounting for individuals' predictions about the affective nature of unknown interpersonal relationships within simple social structures as mediated by their involvement in the prediction task.

Procedures. Subjects were shown four four-person social structures in which all of the interpersonal affective relationships were specified with the exception of one relationship, which was left unspecified. Half of the subjects were shown social structures consisting of four other people (the Observer condition) and the other half of the subjects were shown social structures in which they were involved with three other members (the Participant condition). Subjects were asked to predict the affective nature of the unknown interpersonal relationships for each of the four social structures. Subjects were also asked to write a short essay response which indicated their reason(s) for each of the predictions they had made.

Subjects' essay responses were content analyzed with respect to demonstrating the use of the inferential rules. Chi-Square nonparametric significance tests were used to test 24 "null" hypotheses.

Findings. The results were analyzed with respect to the three major research variables: (a) the influence of the inferential rules upon subjects' predictions about unknown interpersonal relationships within social structures (b) subjects' differential use of the inferential rules in their explanations about their predictions; and (c) the effects due to subjects' involvement in the prediction task upon the differential use of the inferential rules.

Subjects used significantly more negative predictions and significantly fewer positive predictions than was theoretically expected with respect to each individual social structure. The inferential rule of positivity was shown not to be able to account for subjects' predictions.

An analysis of subjects' essay responses indicated that subjects used the inferential rule of balance to a significantly greater degree than the inferential rules of positivity and source/target generalization when compared to what was theoretically expected with respect to each of the four social structures. In addition, subjects tended to use the inferential rule of positivity to a significantly less degree than was theoretically expected.

Subjects' use of the inferential rules of positivity, source/target generalization, and balance was not significantly affected by their involvement in the prediction task. Subjects did not demonstrate a significant difference between the type of predictions made or the differential use of the three inferential rules in their explanations.

Discussion. The results produced support for a differential use of the three inferential rules by unknown interpersonal relationships. The inferential rule of balance was shown to dominate in individuals' construction of a "social schema." The findings failed to confirm the proposed effects due to the involvement of the subjects in the prediction task as there were no significant differences between the two conditions with respect to the use of the three inferential rules. Thus, while subjects' involvement was not to be a significant factor, this study was able to identify conditions under which one inferential rule or another appeared to dominate in people's attributions and judgments about interpersonal and social relationships.

AN EXPLORATORY STUDY OF THE SELF-DISCLOSURE PATTERNS OF OLDER ADULTS

Order No. 8014491

HENKIN, NANCY ZIMMERMAN, PH.D. *Temple University*, 1980. 231pp.

Purpose. The purpose of the present study is twofold: (1) to explore the amount and content of personal communication disclosed by older adults, and (2) to examine the relationship between self-disclosure and a variety of social and demographic variables. The study contributes to a better understanding of the psychosocial support systems of older people and the nature of social interaction in older adult programs.

Methodology. This exploratory study utilizes a sample of 64 individuals over 60 years who participate in an Older Adult Center program in Philadelphia. Subjects were interviewed in order to obtain demographic information and data regarding their confidant relationships. Self-disclosure was measured by a 21-item questionnaire designed to assess the extent, breadth, and depth of information disclosed to confidants.

Major Findings

Identity of Older Adult Confidants. Relatives, particularly spouses and daughters, were identified by over half the respondents as confidents. Age, education, marital status, and living arrangements were the variables most strongly related to the identity of a confidant. Respondents identifying a relative tended to be in the oldest age group, relatively uneducated, married or widowed with children, and/or living in a family setting. Those naming a friend as confidant were younger, better educated, single, and living alone.

Over three-quarters of the respondents identified a female as a confidant, most of whom were not affiliated with the OAC. Approximately half could name both a confidant within and outside the OAC.

Amount of Disclosure. Although the self-disclosure scores in general were quite low, disclosure outside the OAC was found to be considerably greater than disclosure within the OAC. Some sex, race, age, and target person differences in the amount of disclosure exists, however, they are not statistically significant. Women tend to disclose more than men and blacks more than whites. Disclosure was not found to decrease as a function of age. In the OAC, persons over 80 disclose the greatest amount of information. Outside the OAC disclosure seems to have a curvilinear relationship with age, with 70-80 year olds displaying the lowest disclosure.

In terms of target person differences, participants are the recipients of much more disclosure than staff. Outside the OAC, the difference in amount of disclosure to relatives and friends is minimal. Women do confide in friends more than men, however, and blacks tend to discuss more personal information with family members than friends. Whites disclose approximately an equal amount to relatives and friends.

In the OAC, education and birthplace were found to be significantly correlated with self-disclosure. An inverse relationship exists between education and amount of disclosure. Foreign-born respondents showed higher disclosure scores than native Americans. Outside the OAC, amount of disclosure was significantly correlated with living arrangements. Persons whose family life had remained relatively intact exhibited higher disclosure scores. In addition, length of the confidant relationship was found to be significantly related to disclosure both within and outside the OAC.

Content of Information. The type of information discussed within and outside the OAC is very similar. Low intimacy categories such as attitudes and interests are discussed most by this population. Amount of disclosure seems to be inversely related to the intimacy of the information.

Age and target person differences in category disclosure revealed certain patterns. Whereas persons over 80 discuss role changes the least, those under 70 discuss them the most. Persons in the youngest age group also discuss their physical condition more than older respondents. Analyses indicated that attitudes, emotions, and health concerns are discussed slightly more with friends than relatives.

TOWARD A SOCIOLOGICAL MODEL OF PROXEMIC BEHAVIOR

Order No. 8014777

LEFFLER, ANN, PH.D. *University of California, Berkeley*, 1979. 164pp.

The purpose of this dissertation was to support the sociological theory that stratification within groups produces nonverbal differences between members. Evidence was derived from a review of the literature and a laboratory experiment. The nonverbal behaviors examined were "proxemic" behaviors, those concerning the way people spatially arrange themselves.

The literature review argued that despite its atheoretical bias, proxemic research nonetheless rests on implicit theoretical paradigms. They are the ethological (sociobiological), anthropological, psychological, and sociological paradigms. These models were contrasted to determine which could best explain proxemic behavior. The sociological factor status was concluded to be preferable: explanations generated by other models tend to rely on weak assumptions and data, and to produce as much evidence for status as for other factors. In addition, status is unique in straightforwardly predicting what the author's research would show to be a central characteristic of proxemic behavior: its flexible responsiveness to changed circumstances.

The literature review having supported the theory that relative power affects space-use, the next step was to test this theory empirically. Since approach distance and spatial encroachments are the proxemic categories most emphasized in the literature, they were selected to be the dependent variables of the author's research. The proxemic literature was reviewed again to choose measurement techniques. However, it was concluded that all common procedures exhibit serious shortcomings. Therefore, means of improving proxemic measurement were proposed, and approach and encroachment defined in terms of these proposals. Approach was defined as the distance subjects sat from a table; encroachment, in terms of four behavioral categories--invasions across the table, points to a partner and to her/his possessions, and touches.

The independent variables were two status-differentiating factors: The task-specific status of role, and the diffuse status of gender. The setting in which role and gender effects were investigated was an experiment. Subjects were run in dyads; half were assigned to be teachers (high specific status), and the other half students (low specific status), at a simple but unfamiliar task. Subjects sat facing each other at a table covered with a tablecloth checkered in one-inch squares. They also underwent a second trial where roles were reversed, and Trial 1 teachers were now pupils of the subjects they had formerly taught. Both interactions were videotaped; behavior was coded from the tapes. Both males (high diffuse status) and females (low diffuse status) were run. They were organized in four gender conditions: males with males, males teaching females, females teaching males, and females with females. It was predicted that high status subjects (teachers and males) would outscore low status subjects (students and females).

The findings strongly supported the theory that differential rank affects proxemic behavior. Teachers outscored students; too, although less dramatically, male tended to outscore females. Also supported was the sociological postulate that proxemic behavior is flexible rather than invariant. Individuals indeed changed their behavior, scoring higher when they were assigned to teach than when they were assigned to learn. Too, the impact of gender varied by role assignment and sex of partner. Thus proxemics, as predicted, reflects not only status but also status changes.

These results added empirical support to the theoretical conclusions suggested by the literature review: inequalities of status between groups and among group members produce asymmetric proxemic patterns in face-to-face interactions.

SOCIAL PLAY: AN INTERACTIONAL ANALYSIS OF PLAY IN FACE-TO-FACE SOCIAL INTERACTION

Order No. 8017975

LYNCH, ROBERT LISLE, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 234pp.

Utilizing a naturalistic methodology, an interpretive social psychological perspective and drawing extensively from the play theory of Gregory Bateson, this study examines the forms and implications of play in the conversations of face-to-face social interaction (social play). The problem concerns the process through which people do social play and the study proceeds towards establishing a set of propositions explaining *how* social play is accomplished.

A synthesis of relevant literature concerning play theory, social play and theories of social interaction provided the theoretical framework for the study. In this synthesis the works of Bateson, Fry, Huizinga, Simmel, Garvey, Reisman, Radcliffe-Brown, Mead, Blumer, Denzin, Berger, Schutz, and Goffman are addressed and relevant theoretical constructs from these sources are borrowed and developed in the study. Working through this framework, observational data were gathered from the natural social world in the form of behavior specimens to provide a contextual empirical base for the theory construction process.

The phenomenon of social play was located in what is otherwise known as teasing, joking, fooling or kidding around in conversation, brief witticisms, extended clever and whimsical conversational exchanges, and the telling and exchange of jokes and amusing personal stories. Analytic distinctions are made between situationally emergent, joke telling, and personal storytelling social play and contrasting examples of each form of the phenomenon are subjected to detailed analysis to establish the process through which social play is accomplished. This process is closely related to the current social situation and begins with one actor introducing a social object into the stream of interaction as an object of play. Here, an implicit message (the metamessage "this is play") is offered to others co-present through the use of verbal and non-verbal cues, and this message precipitates logical paradox by suggesting that what is being said is not true, and should not be interpreted literally. When the metamessage "this is play" is successfully exchanged with others in the social situation, a paradoxical context (or frame) is established around the stream of interaction altering the means of making, understanding and evaluating social action. Social play proceeds within this context with participants following a tacit, constitutive rule as they play with resources drawn from outside the context of play.

This investigation revealed that social play is a widespread and extremely portable form of play often emerging in social situations which have been established for reasons other than those of play or sociability. During episodes of social play, both children and adults were found to take creative approaches to social life, adopting a relativizing perspective towards the social objects used as conversational resources for the play episode. An explanation for the relationship between play and creativity is offered, and the crucial nature of context setting devices for entering the realm of play and altering typical conceptions of social reality is considered. Two forms of interaction within social play, "sharing" and "presenting," are also considered to illustrate the distinction between actively reciprocated and individually presented social play episodes. This study contributes to play theory through the study of social play as a pervasive, but often overlooked form of play, and through an application of Bateson's neglected play theory. General support is found for a conclusion by Bateson that the paradoxes of abstraction present in the communication process of play, contribute to the evolution of communication by opening the conversations of face-to-face interaction up to lively and multiple interpretations.

LINGUISTIC AND CONVERSATIONAL SEX DIFFERENCES IN SOCIAL TALK DURING INITIAL INTERACTION

Order No. 8015817

MARTIN, JUDITH N., PH.D. *The Pennsylvania State University*, 1980. 102pp.
Adviser: Robert T. Craig

This study proposed the questions: Do males and females talk differently in initial social interaction? Does the composition of the dyad (same sex or mixed sex) make a difference in the communication behavior of the males and females in this interaction?

The data consisted of twenty four-minute transcribed social conversations of initial interaction of twenty dyads: (1) five male-male dyads; (2) five female-female dyads; (3) ten male-female dyads. These conversations were submitted to a natural language analysis computer program. This analysis yielded frequency data for each of the forty interactants for eleven linguistic and conversational indices: number of words, questions, ellipses, interruptions, overlaps, self-referent words, other-referent words, qualifying words, filler words, false starts, and mean length of utterance.

In order to answer the two research questions, these data were submitted to two-factor analysis of variance tests. The results of these statistical analyses revealed no overall differences between males and females that were not influenced by sex of partner or dyad composition.

There were three significant interactive effects between the sex of speaker and sex of partner or dyad composition. The first interactive effect concerned the number of qualifying words. Males and females produced approximately the same number of qualifying words when talking to males, but both males and females changed their behavior when talking to females. Males tended to produce fewer qualifying words and females produced more qualifying words when talking to females.

There was a second significant interactive effect for the number of false starts. Both males and females tended to produce more false starts when speaking to a partner of the same sex, than when speaking to a partner of the opposite sex.

A final significant result concerned the degree to which conversation was shared by the interactants. In all dyads, except female-female dyads, the conversation was equally shared by the two interactants. Both partners contributed approximately the same number of words. However, in female-female dyads one partner tended to contribute a disproportionate amount of the conversation, tending to dominate the conversation.

These results do not support claims of a dominance/submission pattern of female-male interaction suggested in previous research, nor that females are particularly more adaptive to various communication situations. The data do suggest that males and females differ in their communicative behavior in initial interaction, but that these differences depend on the sex of the conversational partner. There does seem to be a unique pattern of female-female interaction which is different from male-male interaction or interaction in mixed-sex dyads.

ATTITUDES, ATTRACTION, AND NONVERBAL INDICATORS OF UNCERTAINTY IN INITIAL INTERACTION

Order No. 8026877

MOTL, JAMES RAYMOND, PH.D. *Northwestern University*, 1980. 189pp.
Adviser: Charles R. Berger

The study was designed to test hypotheses derived from the Berger-Calabrese uncertainty theory of interaction. The hypotheses predicted that previous attitude similarities and differences would affect nonverbal communication during first conversations between strangers. Attitude surveys were administered to female college students on three campuses. Thirty-nine fifteen-minute interactions between pairs of strangers ranked as having high, moderate or low similarity were recorded. Speech rate, statement rate, speaker/listener role exchange, eye contact, head nods, and gestures were measured for each half-minute of the interactions.

Speech rate increased and role exchange decreased during the first few minutes, as expected. Attitude similarity was associated with lower role exchange rates, as predicted. Uncertainty theory predictions were more strongly supported by correlations of total interaction behavior with interpersonal judgments made by subjects about their partner, after the interactions. Post-interaction uncertainty correlated negatively with all the behaviors except role exchange. Perceived similarity correlated positively with the same behaviors. Interpersonal attraction correlated positively with eye contact and head nods.

Analysis of the intercorrelations of interaction behaviors revealed two independent factors: activity (speech rate, statement rate and gestures) and attentiveness (eye contact and head nods). Activity was more closely associated with perceived similarity, attentiveness with perceived uncertainty and attraction.

Black subjects and pairs who discussed their suspicion of being observed conformed more closely to uncertainty predictions than whites and those who did not discuss suspicion. These situational differences suggested that uncertainty played a greater role in some conversations than in others.

Suggestions were made for methodological improvements in future research, and practical guidelines for first conversations were suggested.

IMPRESSIONS OF OLDER PERSONS IN INITIAL INTERACTIONS

Order No. 8019208

OSTERKAMP, MARILYNN JOYCE, PH.D. *University of Kansas*, 1979. 136pp.

Much previous research indicates that younger people hold predominately negative views of older people in our society. This study examined the impressions formed of older persons by college students in an initial interaction situation, hypothesizing that undesirable characteristics or behaviors exhibited by an older person in the first few minutes of interaction with a stranger would be judged more severely than would those same characteristics and behaviors exhibited by a younger person. Independent variables were three characteristics and/or behaviors which research has shown to have negative implications for initial interaction, and which are frequently found to be part of the negative stereotypes the young hold of the elderly: (1) unattractive physical appearance, (2) depression, and (3) an opinionated dogmatic verbal style. A simulation technique was used. Subjects read a fictitious interview between a target person (communicating in either a normal, depressed, or dogmatic manner) and the person getting acquainted with this target person. A photograph of the target person (old or young; attractive or unattractive) accompanied each transcript. Subjects looked at the picture, read the conversation, and then wrote their impressions of the target person as well as rating that person on a number of scales. Subjects were also asked to indicate to what extent they would choose to spend time with the target person in a number of activities.

Results did not support the original hypotheses. Contrary to expectations, the unattractive old person was liked significantly more than any of the other three pictured target persons. For manner of communication, the target persons communicating in either a depressed or a dogmatic manner were liked significantly less than was the target person communicating normally, but no age by manner of communication interactions occurred on this measure. On ratings of personality characteristics of the young target persons, the attractive man was seen as more interesting, more experienced, more wise, as feeling better about himself and as less depressed; on the same dimensions for the old target persons the unattractive man received these more positive ratings. Overall, the unattractive older man was rated most positively of all the target persons on the personality characteristics. The same pattern emerged for ratings of subjects' willingness to spend time with the target person. For the young target persons, subjects were more willing to spend time with the attractive man, while for the old target persons, subjects were more willing to spend time with the unattractive man. Again, the unattractive older man emerged as significantly more popular than the other three, overall.

Several possible explanations were suggested for these results. Content analysis of the written impressions indicated that subjects were not initially thinking of the older men as potential friends or even as people they would spend much time with, but that they were thinking of the younger men this way. Thus the older people may have been rated on a somewhat different basis. A second explanation was that the unattractive older man was viewed as a comfortable grandfather-figure, and students found him genuinely appealing. Another possibility was that the subjects felt sorry for the unattractive older man, and did not feel comfortable giving him negative ratings. Subjects may have over-compensated out of sympathy and given highly positive ratings to this man initially, and then maintained consistency by indicating that they would also choose to spend time with him most frequently.

It is suggested that an extension of this study to include a more direct measure of behavior would be useful. However, on the basis of this research, it appears that older persons have many potential friends among college students.

INFORMATION PROCESSING UNDER UNCERTAINTY: MASS MEDIA AND INTERPERSONAL COMMUNICATION EFFECTS ON RESPONSE TO NEAR PREDICTIONS OF EARTHQUAKES

Order No. 8016026

PAZ, DENISE HELLER, PH.D. *University of California, Los Angeles*, 1980. 414pp. Chairman: Professor Ralph H. Turner

This study examines the effectiveness of different patterns of communication in disseminating information and evoking public response to near predictions of earthquakes. These patterns of communication include: (1) interpersonal discussion supplementing the mass media (a two-step flow model); (2) exclusive reliance on the mass media (a one-step flow model); and (3) disproportionate reliance on interpersonal discussion (rumoring). Specifically, we examine the relationship between patterns of communication use and awareness of near predictions, understanding of near predictions, and the decision to adopt personal and preparedness measures.

The data for the study were obtained from a sample survey of 1450 Los Angeles County residents conducted in February and March, 1977. The findings describe the public state of mind approximately one year after the announcement of the southern California Uplift, and from one to three months after the period of concern with the Minturn forecast.

The study revealed that the majority of Los Angeles County residents have heard at least one prediction about earthquakes in the southern California area during 1976. The mass media, in particular television, was most frequently mentioned as the chief source of information on prediction announcements.

While few respondents mentioned "people" as their chief source of information on prediction announcements, the majority of respondents indicated that they had discussed the earthquake possibility within informal networks. The majority of people in the sample supplemented the mass media with interpersonal discussion, which suggests that the use of the media in conjunction with discussion is the most effective way to arouse public awareness of prediction announcements.

The importance of supplementing the media with interpersonal discussion is illustrated by the fact that people who rely disproportionately on discussion are less likely to understand the significance of the earthquake threat than people who receive information from the mass media. However, the data indicate that exclusive reliance on the media are inadequate to stimulate people to take personal preparedness measures. People who rely exclusively on the media are less likely to take measures to prepare for a future quake than people who engage in interpersonal discussion.

Perception of the earthquake threat as a relevant concern was found to influence whether people verify media reports through interpersonal channels. People who understand the significance of the current threat and people who have prior earthquake experience more often supplement the media with interpersonal discussion than people who do not perceive the earthquake threat as personally relevant.

The importance of interpersonal discussion as a supplement to the media is further illustrated by the influence of social circles upon decision-making about the earthquake threat. The data suggest that social circles, formed on the basis of a common interest in earthquake matters, can motivate people to seek additional information on earthquake topics. In addition, participation in such circles may serve as a source of social support for people who perceive the earthquake threat as personally relevant. Participants are more likely to understand the significance of prediction announcements and to prepare for a future quake than people outside these social circles.

We conclude that social circles based upon an incipient interest in earthquake matters can help mobilize public response to earthquake predictions in one of two ways. First, through a network of overlapping circles, the definition of the situation as "threatening" can be disseminated to other segments of the public. Second, by serving as models or prototypes of imitation, social circles can legitimate earthquake preparedness as a proposed line of action, thereby influencing others to overcome the normalcy bias.

AN INVESTIGATION OF THE NONVERBAL SENSITIVITY OF ACADEMICALLY TALENTED, AVERAGE, AND LEARNING DISABLED MALE STUDENTS

Order No. 8020387

PUCKETT, DANA, ED.D. *Memphis State University*, 1980. 139pp. Major Professor: John G. Greer

Studies of nonverbal communication have been conducted extensively within the past ten years. However, few studies have investigated the impact of the nonverbal behaviors of a teacher upon students of varying ability levels. The present study was designed to compare academically talented, average, and learning disabled students' abilities to accurately interpret these communications from a teacher. It was hypothesized that there would be no significant difference in their ability to comprehend cues expressed nonverbally by a teacher. A design was therefore developed to determine differences in the ability of the three groups to accurately interpret the cues from a teacher. These differences were measured by having the students view videotaped scenes of a teacher communicating nonverbally to her students on a modified version of the Profile of Nonverbal Sensitivity (PONS) Test by Rosenthal, Hall, Archer, DiMatteo, and Rogers (1979).

A sample of 120 fifth-grade male children from nine elementary schools in the Shelby County Schools of Memphis, Tennessee was selected for the study. The students were chosen according to their scores on the *Otis Lennon Intelligence Test* and the *Metropolitan Achievement Test*. The modified PONS consisted of 60 items was administered to groups of five to seven children per testing session.

The data were analyzed by an analysis of variance (ANOVA) procedure and a chi square analysis. For the hypotheses testing, a minimum significance level of .05 was referenced. The following results were significant: (1) Academically talented male students were consistently superior ($P < .001$) to the average and learning-disabled in their ability to identify nonverbal cues from a teacher on the total test while the average students were consistently superior to the learning-disabled. (2) Academically talented male students were consistently superior ($p < .001$) to the average and learning-disabled in their ability to identify Positive-Submissive behavior from a teacher while the average students were consistently superior to the learning-disabled. (3) Academically talented male students were consistently superior ($p < .01$) to the average and learning-disabled in their ability to identify Negative-Dominant behavior from a teacher while the average students were consistently superior to the learning-disabled. (4) Academically talented male students were consistently superior to the average and learning-disabled in their ability to identify Face ($p < .01$), Body ($p < .05$), and Figure ($p < .001$) channels for each affect.

The following results were not significant: (1) There was no significant difference in academically talented, average, and learning-disabled male children in their ability to identify Positive-Dominant Behaviors. (2) There was no significant difference in academically talented, average, and learning-disabled male children in their ability to identify Negative-Submissive Behaviors.

Other findings are as follows: (1) There were significant overall differences ($p < .001$) in the ability of all three groups to identify Positive-Dominant Behaviors by channel. (2) There were significant overall differences ($p < .001$) in the ability of all three groups to identify Positive-Submissive behaviors by channel. (3) There were significant overall differences ($p < .001$) in the ability of all three groups to identify Negative-Dominant behaviors by channel. (4) There were significant overall differences ($p < .001$) in the ability of all three groups to identify Negative-Submissive behaviors by channel. (5) There were significant overall differences ($p < .001$) in the ability of all three groups to identify Face, Body, and Figure behaviors by channel.

Based on these findings, it was concluded that programs to train teachers in the effective utilization of nonverbal behaviors in the classroom should be initiated. Teachers need to be sensitized to their own behaviors in the classroom. Furthermore, they should not rely heavily upon Positive-Submissive or Negative-Dominant affects to accurately convey their feelings and attitudes. Similarly, teachers should understand that the Face, Body, or Figure channels which they use to convey nonverbal messages to children in the classroom may not be appropriate for average or learning disabled children.

THE EFFECTS OF ADDING MARITAL TRAINING TO PARENT TRAINING ON FAMILY INTERACTION Order No. 8014588

RABIN, CLAIRE LOW, D.S.W. *University of California, Berkeley*, 1979. 433pp.

The effectiveness of the addition of a marital training component to behavioral parent training in changing parental marital satisfaction, negatively to referred child, perception of deviance and actual child behavior was investigated. Several theories suggest a connection between marital state, attitude toward a labeled child and appearance of child behavior problems. Research has documented a connection between marital distress and referral of a child for psychiatric treatment, as well as negativity to the child. It was proposed that a combined marital and parent training program would result in decreased marital distress in families which evidence both marital distress and child problem behavior, as well as a decrease in child deviant behavior. It was proposed that the addition of a marital component to parent training would result in decreased marital distress, parental negativity and perception of deviance, compared to parent training given alone.

Eight families which had referred themselves to mental health settings for aggressive behavior in a 6 to 12 year male child, and which evidenced marital distress received both parent training alone and combined marital and parent training. Four families were randomly assigned to receive parent training alone first, and four were assigned to the combination training first. The former were introduced to the combined treatment in a time-lagged manner with intervals of 2 weeks between families. The latter terminated marital training in a time-lagged manner with 2 week intervals between families. A single-case multiple baseline across subjects design was employed. Repeated measures taken on a bi-weekly basis in the home provided a self-report and observational data throughout the study.

Analysis of variance and covariance revealed several significant findings. For wives, marital satisfaction, negativity and perception of deviance improved during the combination condition compared to the parent training alone condition. This improvement was found regardless of order for negativity, and found only when parent training alone was given first for perception of deviance and marital satisfaction. For husbands, only perception of deviance was improved during the combination phase and only when this phase followed parent training alone.

Observational measures showed overall reduction of child deviance, with no difference between conditions. During the combination phase parents ignored child behavior to a significantly greater extent.

Several conclusions were drawn relating marital distress to parental attitudes and behaviors, and highlighting the role of the wife's marital satisfaction in determining family variables. Parental attitudes were found to relate more to marital distress than to actual child behavior. The combination training proved to be an effective treatment package for families with both marital distress and child problem behavior.

COHERENCY IN PRESCHOOL CHILDREN'S CONVERSATION Order No. 8023621

REMIGNANTI, ANITA, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1980. 63pp. Chairperson: Marjorie Arnold

A development of conversational ability was examined by presenting 3, 4, and 5 year old children with the following types of utterances: Assertions, Compliments, Offers, Questions and Summonses. Examples of these utterance-types were randomly interspersed into conversation by an adult, female experimenter. The conversations took place between the experimenter and each child in a quiet room at a private day care center. Toys were available for the child and the experimenter to use. Each response to the utterance-types was judged by adult scorers as to whether it was appropriate and grammatical.

The difficulty of responding appropriately and grammatically to the utterance-types from easiest to most difficult was as follows: Questions, Offers, Assertions and Compliments. Summonses were analyzed spearately because there were fewer of them. There were no main effects for sex and age on appropriate and gramatical responding, but there was a sex by age interaction. The girls at age 5 responded more appropriately and grammatically than did the boys at the same age. It was suggested that these data are consistent with other literature showing girls' tendency toward earlier development. It may be that girl's develop toward more appropriate and grammatical responding due in part to their early socialization.

The ability to respond in conversation was contrasted with linguistic ability as measured by the Test of Language Development (TOLD). The girls performed significantly better on the TOLD than the boys. There was a main effect for age on the TOLD where the 3 year olds performed least well, the 4 year olds better, and the 5 year olds the best. A significant sex by age interaction was obtained on the TOLD which resembled the interaction for the conversational task. There was a low positive correlation between the TOLD and the conversational tasks. Different developmental tendencies emerged from the conversational tasks and the TOLD. The conversational tasks reflect increased skill for only the female subjects between 3 and 5 years. On the TOLD both boys and girls increased with age, yet the girls increased more than the boys at 5 years.

THE RELATIONSHIP OF YOUNG CHILDREN'S PEER GROUP STATUS TO THEIR USE OF COMMUNICATION STRATEGIES Order No. 8026581

ROSEGRANT, TERESA JANE, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 115pp.

Problem. The purpose of this study was to investigate the communicative competence of preschool children by examining the relationship between their use of communication strategies and their high or low status within the peer group.

Research Questions. Three research questions guided this investigation: (1) Are peer status differences (high vs. low) among four-year-old children in a preschool setting related to their use of communication strategies in child-child interactions? (2) Do inappropriate communication strategy choices due to a lack of deference by a low status child to a high status child result in problematic situations or negative responses? (3) What adjustments in language use concerning deference of low status child to high status child exist within formal linguistic categories?

Procedure. The social status and communication strategies used by four-year-old preschool boys and girls were obtained through interviews and observations. The high or low peer status of children in the girls' and boys' groups was determined by an interview in which children ranked each other on social attributes (toughness, smartness, and niceness). The verbal data gained during observations of same-sex child-child interactions were categorized into communication strategies. Additionally, negative responses to the use of communication strategies and three linguistic categories (use of stress, mean length of interaction events and number of verbs) were obtained from the observations. Comparisons of both high and low status boys and girls were submitted to analysis of variance.

Findings. The results indicated that twelve of the twenty-seven communication strategies used by boys, were selected significantly more often by high status boys than by low status boys. Thirty communication strategies were used by girls but only one was used significantly more often by low status girls. A significant difference between high and low status boys was also found for three linguistic categories: use of stress, mean length of interaction and number of verbs used. A qualitative analysis of the boys' group indicated that negative responses resulted from the low status boys' use of communication strategies associated with high status. This investigation offered insights into the communicative competence of preschool children.

CUE SELECTION IN SOCIAL INTERACTION Order No. 8024493

SANTORO, ARMAND JOSEPH, PH.D. *The Pennsylvania State University*, 1980. 153pp. Adviser: Robert Craig

The present investigation attempted to discover a typology of cues to which interactants attend during social interaction and to develop an explicit coding scheme that would aid in the representation and analysis of social interaction.

Four main theoretical areas of investigation were reviewed in the survey of research: nonverbal, verbal, vocal cues, and environmental features. The research in these areas served as the basis for a general a priori coding scheme designed by the investigator.

The design allowed for the data to be gathered from same-sex and mixed-sex dyads. Twenty-four subjects (twelve males and twelve females) and four targets (two males and two females) participated. Each subject was asked to participate in a video-taped, seven-minute dyadic interaction with a target.

Audio-taped stimulated recall sessions immediately followed each interaction. These sessions were designed to aid each of the subjects in reconstructing his or her memory of their interaction. Factual statements, referencing what cues each subject was aware of during the interaction, were selected and coded according to the general a priori coding scheme. Adjustments were made to accommodate those cues which represented the subject's awareness but were not specifically included in the a priori coding scheme. The result was a forty-three-item coding scheme which contained all of the cues the subjects mentioned.

Cluster analysis was used to discover patterns of cues persons attend to during social interaction. However, this method of analysis distorted the cues selection process because of its limitation to binary data. Chi-square values were computed using frequency data in an attempt to represent the interactions more accurately.

The results of the investigation indicated that nonverbal cues represented a greater percentage of cues selected by the subjects. The only cue to which all the subjects attended was utterance/conversation. Three times as many vocal cues were selected by female subjects as by male subjects, regardless of sex of the target. These results were statistically significant.

When the types of cues selected by the subjects were compared by one-minute segments of the interaction, it was discovered that fewer verbal cues were selected in segment one and more verbal cues were selected in segment six. A greater number of environmental cues were selected in segment one and fewer of those cues were selected in segment four. Finally, fewer vocal cues were selected in segment one and two while a greater number of vocal cues were selected in segment five. These results were significant.

This investigation supports past research suggesting the interrelationship among verbal, vocal, and nonverbal behaviors, and environmental features during social interaction. It also supports the notion that the majority of communication is nonverbal communication.

The present investigation has shown that during face-to-face interactions females are more sensitive to vocal qualities than males. The findings also suggest that males and females, in an attempt to adapt to the interaction, attended to more environmental cues during the first segments of the interaction than in later segments.

Prior to the present inquiry, researchers were confined to the examination of only specific cues that were thought to exist during interaction. Our coding scheme provided a useful tool with which to confirm empirically the cues attended to in interpersonal communication. Evidence acquired from cues constructed by the experimenter, as opposed to cues occurring naturally in interpersonal communication, may be of little relevance to the process of everyday communication. The present design provides evidence based on actual communication.

SOUND, SPACE, AND STATUS: THE RELATIONSHIP BETWEEN STATUS LEVEL AND PHYSICAL AND SONIC ENVIRONMENTS IN AMERICAN INSTITUTIONAL SETTINGS

Order No. 8027487

SIMPSON, MARIA VALLONE, PH.D. *New York University*, 1980. 256pp.
Chairperson: Professor Christine L. Nystrom

This study sought to determine whether the acoustic environment, like the spatial environment, varies with the assigned rank and perceived status of persons in a hierarchically-structured organization. The investigation was conducted at the administrative offices of a large, public, metropolitan university--a unit structured in a classical, pyramidical, hierarchical pattern, with seven identifiable levels of hierarchical organization. The hierarchical level of each employee (assigned rank) was established by comparing job title with the titles indicated for each rank in the institution's organization charts and personnel procedures. The perceived status of positions at different levels of the hierarchy was determined by combining the results of a Survey on the Prestige Value of Selected Office Characteristics (administered at the subject institution and two comparable institutions) with the results of an Inventory of the Physical Environment conducted in offices at the subject institution. This procedure produced findings expected from existing literature on the relation between physical environment and status: greater allocations of space, increased privacy, and furnishings reflecting the individual's personal control over the spatial environment were rated highly prestigious, and spatial environments rated highly prestigious were correlated with positions high in the hierarchy.

To provide quantitative data on the acoustic characteristics of work environments within the subject institution, Acoustic Inventories were conducted in offices at each level of the hierarchy. To provide data on the employees' perception of their acoustic environment and their control over it, a Survey on Office Sound was administered to employees at each hierarchical level. Data yielded by these instruments indicated that the characteristics of the acoustic environment varied systematically with rank and status in the hierarchy. Specifically, in offices at lower hierarchical levels, ambient noise levels measured in decibels are higher, the proportion of constant sounds to which one can accommodate is smaller, and the proportion of sounds over which employees have control is smaller, than in offices at upper levels of the hierarchy. These variables are three major dimensions in the objective definition of "noise"; therefore, the lower level offices are quantitatively "noisier" than upper level offices. The results of the Survey on Office Sound also indicated that employees at lower levels in the hierarchy perceived their offices to be "noisier" and themselves to have less control over the acoustic environment than employees at upper levels.

The conclusion was reached that the acoustic environment, like the spatial environment, does vary with rank and status in a hierarchical social system. Supplementary findings of the study suggest that there may be an acoustic equivalent of individual distance or personal space. (Personal space is that distance maintained instinctively between individuals that permits appropriate social interaction while precluding antagonistic encounters between individuals and/or feelings of isolation from the social group.) This distance has traditionally been thought to be based on visual, tactile, and in some cultures, olfactory cues. This study suggests that there seems also to be an appropriate *acoustic* personal space; that is, a shared perception based on the sense of hearing, of the acoustic distance appropriate to maintain social interaction while preventing feelings of isolation and/or the antagonism to other individuals in the social group. This unanticipated result of the study indicates a need for further research into the definition, boundaries, and purposes of personal space.

DECEPTION: A STUDY OF NONVERBAL BEHAVIOR

Order No. 8015337

WHATULE, LARRY JAMES, PH.D. *University of Pittsburgh*, 1979. 178pp.

This study in deception and nonverbal communication had two main purposes: (1) to test the null hypothesis that no correlation exists between ability to deceive and ability to detect deception and (2) to discover what nonverbal behaviors are perceived as deceptive. In addition, some corollary concerns were examined: sex differences in deceiving and in detecting deception; deceivers' ability to judge their own performances; perceivers' ability to judge their own performances; perceivers' ability to judge deception as it is influenced by familiarity with the deceiver and familiarity with the context in which deception occurs. An experimental setting and two field studies were conducted, and the results of the laboratory and natural settings were compared.

To test the hypothesis 47 perceivers observed videotapes of 16 deceivers as the deceivers described 21 playing cards, 10 of which they described truthfully and 11 for which they lied. All of these subjects were college students. Each of the 16 deceivers also acted as perceivers by observing the other 15 deceivers. A perception score and deception score were obtained for these 16 subjects. A Pearson's product moment correlation between the two scores revealed no significant difference. The null hypothesis was accepted.

To study the relationship of the two abilities from field research, a friendly poker game was held. Six university professors, who met regularly to play, made observations of each other during an evening of poker. A Spearman rho correlation indicated no significance between ability to bluff and ability to detect bluffing.

In order to discover which nonverbal behaviors were indicative of deception, experimental and field research were combined. When subjects in the experiment acted as perceivers, they indicated which behaviors led them to their perceptions of truth or lying. The poker players did likewise when they suspected bluffing. In addition, 11 persons whose occupations involved detecting deception were interviewed. While some similar deceptive behaviors emerged across all three situations, the frequency of occurrence of these behaviors differed. Longer response time was clearly the single most reliable indicator of deception in the experiment whereas eye movement was the best determinant for the interviewees. The poker players judged deception primarily on the logic of the game and betting patterns rather than on nonverbal behaviors.

Differences between sexes did not appear to be operative in the experiment. No significant sex differences resulted from examining either the subjects' ability to deceive or their ability to detect deception. This finding confirms previous research in deception.

Deceivers in the experiment revealed in a questionnaire that they attempted to lie successfully by responding quickly; evidently when they were unable to do so, they were detected.

The perceiver's familiarity with the deceiver was examined both in the experimental and the poker game. The experiment showed that having talked with the deceive increased chances for accurate judgment of honesty and deception over less familiarity with the deceiver; moreover, having talked at length also produced more accurate judgements than the closer relationship of being personal friends with the deceiver.

As a group, the poker players perceived bluffing less than half the time it occurred. On the other hand, they suspected bluffing twice as often as it actually occurred. The colleagial relationship did not appear to produce a high rate of detection success in this situation.

Finally, familiarity with context was examined experimentally by comparing the perception scores of the 47 perceivers-only with those of the 16 deceiver/perceivers. No significant difference was found. Yet the influences of context appeared to be the basis for the differences discovered in the frequency of occurrence of the same nonverbal behaviors between the experimental and natural settings of this study.

LOW INCOME BLACK AND WHITE MOTHERS' VERBAL COMMUNICATION PATTERNS WITH THEIR PRESCHOOL CHIDREN

Order No. 8018468

WHITFIELD, CYNTHIA ELAINE BELL, PH.D. *Arizona State University*, 1980. 106pp.

The purpose of this study was to examine the relationship between race and maternal verbal feedback given to preschool children by low-income mothers. The study focused on verbal responses that mothers gave to their children while engaged in similar tasks that approximated situations that would occur in everyday life. The subjects consisted of 78 mother-child dyads from two racial groups, black and white, of the low-income bracket. Data were gathered from observations and transcribed audio recordings of mother-child pairs in home and school environments. Three tasks were used to obtain the needed data: a manipulative toy task, a story-telling task, and an open-ended question task.

A multivariate analysis of variance followed by univariate and discriminant analysis was applied to analyze the differences between the two groups of mothers. Significant differences were found between the responses of the two groups of mothers on all three tasks. Black mothers gave more orienting and informing instructions to their children relative to the manipulative task. White mothers as a group were markedly less inclined to give either of these types of assistance (orienting mean, 8.79; informing mean, 17.26) to their children than black mothers (orienting mean, 23.26; informing mean, 37.00). However, there was more diversity among the black mothers in this regard. The standard deviation of the number of orienting responses of the black mothers was 14.16 compared with 8.04 for the white mothers. Similarly, the standard deviation of the number of informing responses was 28.30 for the black mothers and 14.94 for the white mothers. Although the black mothers were less similar as a group than the white mothers, they were generally more inclined to give their children verbal assistance. In response to the story-telling task, white mothers displayed a higher mean sentence length and utilized a higher percentage of personal pronouns. Black mothers displayed a higher adjective/verb quotient. Although white mothers were less similar as a group than black mothers in regard to sentence length (standard deviation of 5.40, mean of 2.15, white, compared to a standard deviation of 1.85, mean of 8.06, black), they were generally more inclined to use longer sentences in conversing with their children.

The standard deviation for adjective/verb quotient by black mothers was .15 compared to .07 for the white mothers, showing that the black mothers were more diverse that the white mothers. The black mothers (mean, .29) also used more adjectives than verbs than the white mothers (mean, .17). The standard deviation for percentage of personal pronouns was .01 for blacks and .02 for whites. In this instance, however, both groups showed about the same variation even though whites used more pronouns.

In the open-ended question task, black mothers gave more imperative statements than white mothers. There was no significant difference in the number of instructive statements given by the two groups of mothers. Univariate analyses showed that there was a significant difference between the mothers in the imperative (status-oriented) variable only, with black mothers providing more imperative statements (mean, 3.95) than white mothers (mean, 2.05). However, there was less similarity among black mothers in this regard, with a standard deviation of 2.53, than there was among white mothers, with a standard deviation of 1.13.

INFANT-CARETAKER COMMUNICATIVE INTERACTION: AN ANTHROPOLOGICAL LINGUISTIC PERSPECTIVE

Order No. 8015625

ZIAJKA, ALAN LEONARD, PH.D. *Claremont Graduate School*, 1980. 246pp.

The objectives of this study were threefold: (1) to explicate a system based on anthropological linguistics and to show the value of this system for research in infant-caretaker interaction and infant and child development; (2) to utilize this system as a framework for organizing a review of the literature regarding infant-caretaker communicative interaction; and (3) to adapt and employ this system in a longitudinal study of six infant-caretaker dyads.

The sample for the study consisted of six infants (four girls and two boys) and their mothers. All of the families were intact, white, and middle class. Forty-two home observations, divided into 2,100 sixty-second observation cycles, were made when the infants were between 6 and 12 months of age. A modified time-sampling procedure, utilizing precoded categories, was employed for recording the use of various communicative options by the infants and their mothers. Descriptive notes concerning communication contexts and any communicative interaction not entered into the precoded categories were also recorded.

The observational categories that met the test for interscorer reliability and that were recorded frequently enough to permit statistical analysis were divided into the following modes: (1) *Proxemic mode*. The observer recorded the location and positioning of infants and caretakers, movements by caretakers or infants toward or away from each other, and the options used by infants for creating closeness or distance. (2) *Kinesic mode*. The observer recorded smiles directed by infants toward caretakers, smiles directed by caretakers toward infants, and infant-caretaker mutual smiling. (3) *Gestural mode*. The observer recorded instances of infants reaching for caretakers, caretakers reaching for infants, and mutual reaching. (4) *Ocular mode*. The observer recorded instances in which infants looked at caretakers, caretakers looked at infants, and infants and caretakers simultaneously looked at each other. (5) *Tactile-kinesthetic (proprioceptive) mode*. The observer recorded instances in which infants actively touched caretakers, caretakers actively touched infants, and infants and caretakers touched each other simultaneously. Instances in which caretakers picked up, rocked, carried, or otherwise moved infants' bodies were also recorded. (6) *Vocal mode*. The observer recorded instances in which infants vocalized to caretakers, caretakers vocalized to infants, and infants and caretakers vocalized to each other simultaneously.

Statistical analyses revealed significant changes in all six communicative modes as the infants matured from 6 to 12 months of age, a wide range of individual differences among infants and caretakers in the use of various communicative instruments, and covariance of the caretakers' uses of communicative options with many of the communicative choices made by their infants. Positive correlations were found between infant smiling and caretaker smiling ($r = .96$, $p < .005$), infant smiling and mutual smiling ($r = .96$, $p < .005$), caretaker smiling and mutual smiling ($r = .98$, $p < .0005$), eye-to-eye contact and infant looking at caretaker ($r = .72$, $p < .05$), eye-to-eye contact and caretaker looking at infant ($r = .83$, $p < .05$), infant cooing and caretaker making prelinguistic sounds ($r = .72$, $p < .05$), infant laughing and caretaker laughing ($r = .87$, $p < .05$), and infant using jargon and caretaker making prelinguistic sounds ($r = .76$, $p < .05$).

It was concluded that infants possess salient nonverbal communicative options prior to development of language, that the communicative options used by caretakers are often associated with the communicative choices made by their infants, and that the system and methodology employed in this study illuminate the origins of communication in infancy and early childhood.